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ABSTRACT

This final report describes a project in Oklahoma which tried to increase students' and the general public's awareness, understanding, and appreciation of the cultures of the world. In the project's first phase, 38 school districts and higher education institutions located throughout the state were surveyed to determine the need in the areas of culture, economics, world issues, and language. The results of the survey are discussed. The second phase of the project involved state and regional inservice education. The project held many workshops for Local Education Agency representatives. Superintendents, teachers, principals, and staff coordinators received training on how to plan, organize, and promote cultural understanding in their schools and communities. The training activities consisted of small and large group discussions, hands on simulations, and getting acquainted with cultural publications, brochures, and related literature. A wide variety of activities were then implemented in the schools and community. These activities are described in the report. According to a series of on site evaluations, the project was very successful. As a result, more than 47,000 Oklahomans representing state and local government, education, community and civic organizations, business and local student groups now have a broader view of world cultures. The project also succeeded in enhancing increased cooperation and understanding among local school personnel and community representatives. (Author/RM)

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1979-80

ANNUAL REPORT

OKLAHOMA CULTURAL UNDERSTANDING PROJECT

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June 1981

FOREWORD

This Report on Citizen Education for Cultural Understanding describes project activities of the Oklahoma State Department of Education. The project was funded under a grant provided by the U. S. Department of Education, Section 603, Title VI of the National Defense Education Act of 1958. The primary objective was to increase Oklahoma students' and the general public's awareness, understanding, and appreciation of the cultures of the world, and through education for global perspectives increase the availability of information about actions and policies of other nations.

This project far exceeded our expectations. We reached nine times more people than we had anticipated. Other results of the project show that Citizen Education for Cultural Understanding is a powerful tool for international stability and continuity and helps Oklahomans view the world, its people, cultures, and actions with gainful perspectives

Leslie Fisher
State Superintendent

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OKLAHOMA CULTURAL UNDERSTANDING PROJECT

In October, 1979, the Oklahoma State Department of Education initiated the Oklahoma Cultural Understanding Project under a grant provided by the U.S. Office of Education, Section 603, Title VI of the National Defense Education Act.

The purpose of this project was to increase student awareness, understanding and appreciation of cultures of the world and through education for global perspectives. This became a statewide project of awareness and sensitivity to international affairs. The objectives of the project were to implement a motivational program for action on the part of local educators and community representatives in the development of cultural understanding; to use a multiplier effect to increase the understanding of students about the cultures, economy, issues, and languages of our world neighbors.

Through local school district cooperation and extensive involvement, we are now aware that international education is important, not only to study the cultures, traditions, and languages of other countries, but to also consider the interconnections of nations and the impact of major policies and actions of the United States.

Statewide Needs

The major effort at the state level was carried out by the Oklahoma State Department of Education Cultural Understanding Advisory Committee. This committee was appointed in 1979 by the State Superintendent of Public Instruction. Committee members consisted of Dr. James L. Casey, Administrator, Planning, Research and Evaluation Section; Marvin Williamson,

Coordinator, Planning, Research and Evaluation Section; Ms. Rita Geiger, Social Studies Specialist; Dr. Al Gage, Foreign Language Specialist; Leonard Bates, Director of Instruction; and Dr. Earl Garrison, Administrator of the Curriculum Section. The committee was charged with three basic responsibilities:

1. To identify the needs of the State in the areas of culture, economics and foreign language.
2. To organize regional and local advisory teams to promote the implementation of International Education in public schools/communities; and
3. To conduct state, regional and local level inservice education for administrators, teachers and community representatives.

Thirty-eight school districts and higher education institutions located geographically throughout the State were surveyed to determine the needs in the areas of culture, economics, world issues and language.

Survey Results in Selected Areas of Need

(1) Cultural Needs

Foreign countries are looking for investments and are investing all over the United States--in our land, products, industries, natural resources and services, but we reject their money because of our provincialism, our lack of knowledge of their culture, and our inability to speak the same language. Our location and tradition has insulated us from contact with other national cultures, but it can no longer be that way.

The U.S. Census Bureau in 1970 found that the foreign population in Oklahoma was 16,306 representing 71 countries. By 1979, Oklahoma's foreign population had grown to 20,000 which represented a 25 percent increase. A

major portion of this increase is attributed to refugees, students and Oklahoma military personnel returning from foreign countries.

The 1979 planning survey also gathered data about ways to improve citizen understanding of other cultures. The results indicated an awareness of what international education is, but showed a very limited knowledge of the breadth of impact these factors have on our citizens and very few programmed educational experiences to help students and other citizens increase their understanding of other cultures. Survey results also revealed that an estimated 9,615 Oklahomans travel abroad annually.

(2) Economic Needs

A great many Oklahomans are intensely involved in international trade, but most of them have not realized it, nor realized what foreign business can do for us.

Oklahoma surprisingly has a larger stake in international activities than the size of the State's economy relative to the national economy would indicate. The 1978 U.S. Department of Commerce report cited that Oklahoma's exports totaled $579 million in 1976, an increase of 129 percent since 1972.

Most citizens, however, are unaware of the importance and extent of our involvement. In our International Education survey we asked districts to give the number of businesses in their community which export goods to foreign countries. Thirty percent were not sure. There are some 379 Oklahoma businesses in 89 cities and towns which produce goods for world trade. There are also at least ten foreign owned manufacturing plants in Oklahoma from seven countries.

(3) World Issue Needs

In April, 1979, the President's Commission on Foreign Language and International Studies cited:

> Americans seem to have developed a "parochial attitude" in the wake of the Vietnamese experience. At a time when it is increasingly necessary for U.S. citizens to function as a part of the World Community they are instead pulling back. The inability to grapple with world issues because of the lack of knowledge of foreign language and cultures leads to reduced understanding.

Our international education survey also indicated that the prevailing attitude in Oklahoma is that more attention should be given to improving students' understanding of critical issues in world affairs. The following critical issue areas were compiled from personal interviews with foreign students, educators, business, and civic leaders:

--Implications of the Helsinki Agreement

--The Necessity of Foreign Languages

--International Trade, Trade Balances, and Foreign Exchange

--U.S. Immigration Policy

--Human Rights and Hunger

--Federal Funds and Foreign Affairs

--Energy

--The Impact of the Fulbright Program on Professionals

--International Policy Conflicts

--Peace and Disarmament

--Boundaries, Rights, and Police Power

(4) Language Needs

Problems tend to intensify when people do not understand each other. For this reason language is always basic to cultural understanding.

Districts' responses on two questionnaires indicated that 7,042 students in Oklahoma speak languages other than English. About 58 spoken languages were identified. Eighty percent of the districts surveyed indicated that the study of foreign language was a good way to improve one's

understanding of other cultures. Responses also suggested that better resource materials and the use of traveling experts were needed to improve citizen understanding.

A survey among 110 Oklahoma businesses revealed the following:

1. Foreign language skills are used by 27.5 percent of Oklahoma's employees.
2. If available, 42.1 percent of Oklahoma's employees could use foreign language skills.
3. Most useful languages were identified in the following order of importance: Spanish, French, German, Japanese, Arabic, Italian, and Russian.
4. The degree of fluency varied. First in importance--conversation followed by composition, technical vocabulary, and translation.
5. Career areas in which a foreign language skill was deemed desirable included sales, engineering, clerical, production, management, accounting, technical writing, printing, flight attendants, oil exploration, chemistry.

The president of a Tulsa oil company commented, "We operate in 28 different countries. I need people in my accounting and clerical departments who can at least help interpret the bills we receive in 28 languages." Another employer gives a $50 per month bonus to each employee with foreign language skills.

Enrollments in foreign language classes in our schools are dropping. Our colleges are dropping foreign language competency and/or course(s) degree requirements. We seem to have assumed that everyone in the world ought to speak English.

State and Regional Inservice Education

During FY 1979-80 the Oklahoma Cultural Understanding Project involved 400 schools representing 378 districts and communities across the State in inservice training activities concentrating on International Economics, World Cultures, Foreign Language and Critical Global Issues. A total of 687 participants organized and promoted Citizen Education for Cultural Understanding in Oklahoma communities.

In November, 1979, the Oklahoma Cultural Understanding Project held a one-day orientation for LEA representatives in Oklahoma City. Thirty-eight superintendents, teachers, principals and staff coordinators received training on how to plan, organize and promote cultural understanding in their schools/communities. Project staff provided an orientation on project objectives, purposes and expected benefits. The training activities consisted of small and large group discussions, hands-on simulations and getting acquainted with cultural publications, brochures and related literature. A final session was devoted to establishing policies and procedures for operating the project for the next 11 months.

In December, 1979, a second meeting for LEA representatives was held in Oklahoma City. At this meeting participants began making plans for four regional workshops that would involve 152 community leaders from 38 school districts. During the workshop, committee members were subdivided into four region teams to insure total state coverage. Regional teams were given the responsibility of appointing a coordinator and developing plans for a one-day regional workshop to train local representatives.

During the months of December, 1979, through April, 1980, 12 regional planning meetings were held by the regional teams. Each regional team developed plans for promotional campaigns, workshop locations, resource

listings, publications, brochures and other agenda items for their meetings. The project staff provided materials, support, coordination and resources for each team. Staff involvement also consisted of providing printed materials, writing letters of invitation to 152 invitees, consultation on training format, processing travel claims, and statewide publicity using radio and television.

In the months of February through April the project sponsored four regional workshops for local community teams. One hundred sixty participants engeged in activities focusing on topics of team building skills, group processes and problem encounters with international perspectives. Each team assessed their needs at the local level and generated new approaches, definitions and alternatives for greater involvement of the community and students.

Regional workshops were held on the campus of Northeastern State University at Tahlequah, Oscar Rose Junior College at Midwest City, Tulsa Education Service Center at Tulsa, and Stillwater Teacher Center at Stillwater. Interesting activities during the regional meetings included: (1) guest speakers from state universities, (2) international student performances, (3) Rotary Student Exchange programs, and (4) presentations by executives from multi-national corporations.

In September, 1980, an inservice workshop focusing on open doors to Japan was held in Oklahoma City for thirty-one middle school teachers from throughout the State. Training activities were designed to acquaint teachers with how to use Japanese materials in the classroom. Teachers were given printed materials and a resource listing of publishers and information clearinghouses.

Cultural Understanding Project staff participated in a workshop with the State Advisory Committee on Foreign Language at Fountainhead Lodge.

This committee is composed of 13 foreign language teachers, consultants, and one State Advisory Council member. The purposes of this advisory committee included gathering information on the condition of foreign language in Oklahoma and making recommendations to the State Board of Education.

Also, in September, 1980, 80 educators, parents, students and business leaders attended the Oklahoma Cultural Understanding Conference on the campus of Central State University. Presenters for the one-day conference included Dr. Thomas H. Collins, Consultant; Earl Nichols, Director, Business Education and World Trade Division of the Oklahoma Chamber of Commerce; Claude Fouquet, French Consulor General, Houston, Texas; Dr. William Segall, Professor, Oklahoma State University, who presented views on Campus Afloat and a Semester at Sea.

Students representing ten school districts participated in an essay contest on topics of foreign language and improved international relationships. The two winners were given the opportunity to present their papers at the statewide conference and at that time received special recognition for their achievement (see Appendix A).

On-Site Evaluation and Local Advisory Committees

One way to bring cultural understanding/international education into schools is through the existing curriculum and expanding the number of school/community activities which involve administrators, teachers, students, and community organizations in a local initiation capacity.

Thirty local teams were organized as a basis for multiplying the project effects to local communities. Each local team received training on how to organize, plan and implement cultural awareness programs at the local level. After completing the initial inservice education, local teams returned to

their school districts and formed local advisory committees for cultural understanding. These advisory committees began organizing and planning appropriate programs in the community which would achieve international understanding and awareness.

In order to gain greater insight in local community and school cultural understanding programs, it was decided most applicable to conduct a series of on-site evaluations. Each school district was asked to conduct self evaluation of cultural understanding activities as it relates to other programs, community involvement and support from local schools and communities.

In our on-site evaluation survey, we found that 17 school districts organized local advisory committees. A total of 61 communities and school personnel served on local advisory committees. Teachers represented 69% of the membership, parents 4.9%, school administrators 18%, counselors and curriculum personnel 4.9% and consultants 3.2% (see Table I).

Seventeen project sites were to compile data on the local program efforts to implement, involve and gain support from the local community, school staff, and businesses. We found during our visits that more than 11,000 parents, teachers, community leaders, and students participated in a host of worthwhile new and unusual cultural understanding activities in Oklahoma schools. These cultural understanding project activities range from introducing a single project or module called "cultural understanding" to comprehensive programs of global education.

Results from these visits also gave us greater insight into understanding of how cultural understanding related to the study of foreign language, other nations, other cultures, and the geographic distribution of various groups in our pluralistic society.

TABLE I

School District Planning/Advisory Members

District	Name	Position
Anadarko	Ross Nixon	Assistant Superintendent
	E. Carney	Teacher
	Pat McMahan	Parent
Ardmore	Charles Dabbert	Teacher
	John Thompson	Principal
	Charles Smith	Assistant Principal
	Judy Tucker	Teacher
	Catherine Hamm	Teacher
Catoosa	Jan Adams	Teacher
Claremore	Dr. Herb Bacon	Assistant Superintendent
	Richard Lundy	Teacher
Cushing	Pat Snow	Teacher
Garber	Donna Eggers	Teacher
	Dr. Vernon Smith	Teacher
	Beth Beeby	Teacher
Guymon	Karen Morris	Teacher
	Linda Bowling	Teacher
	Mary Ann Sherton	Teacher
	Faye Costner	Teacher
Hugo	Winfred Canant	Director, Special Projects
	Willie Caldwell	Elementary Coordinator (Consultant)
	Pat McGee	Teacher
	Mable McGee	Teacher
	Marion Fuller	Teacher
Norman Middle School	Barbara Schindler	Teacher
Norman	Kenneth Muncy	Assistant Principal
	Marsie Miller	Teacher
	Doris Sanders	Teacher
	Liz Landcaster	Teacher
Midwest City	Earlene Parr	Curriculum Director
	Katie Dunlap	Teacher
	Billie French	Parent

District	Name	Position
Sallisaw	Bill Aydelott	Assistant Principal
	John Lenington	Teacher
	Addie Griffin	Administration
	Don Maddox	Teacher
	Mike Brown	Teacher
Sand Springs	Patti Dalton	Teacher
Shawnee	Marie Van Zant	Teacher
	Terry LaValley	Principal
	Joyce Geist	Counselor
	Larry Peery	Counselor
Stillwater	Edna Jungers	Assistant Superintendent
	Jean Yates	Teacher
	Debbie Flint	Teacher
	Tom Noles	Teacher
	Richard Waggoner	Teacher
	Jim Henson	Teacher
Stilwell	Mary Fletcher	Teacher
	Dana Blair	Teacher
	Jan Lockhart	Teacher
	Leon Goodwin	Teacher
	Ruby Hatfield	Teacher
	Harold Moten	Teacher
Woodward	John Swafford	Assistant Superintendent
	Barbara Hichs	Consultant
	Chet Palmer	Parent

Teachers - 38; 67%
Parents - 3; 4.9%
Administrators/Principals - 11; 18%
Counselors/Curriculum - 3; 4.9%
Consultants - 2; 3.2%

Total - 56

Students were provided an opportunity to develop realistic perspectives of world issues, problems, languages, and relationships. Activities included the study of nations, cultures, and peoples, with emphasis on understanding how these are interconnected, how they change, and what our individual responsibility might be.

Seventeen on-site visits were made by Dr. James Casey and Marvin Williamson with LEA representatives in the following school districts: Norman - Mr. Kenneth Muncy and Ms. Barbara Schindler; Sapulpa - Mr. Kermitt Tilford; Sand Springs - Ms. Patti Dalton; Ardmore - Mr. Charles Smith, Mr. Charles Dalbert, Ms. Barbara Keith, Ms. Judy Tucker and Ms. Catherine Hamm; Catoosa - Ms. Jan Adams; Midwest City - Ms. Earlene Parr; Ripley - Ms. Eleanor Fairchild; Cushing - Ms. Pat Snow; Stillwater - Ms. Edna Jungers, Ms. Jean Yates, and Debby Flint; Shawnee - Ms. Marie Van Zant; Hugo - Mr. Winfred Canant; Woodward - Mr. John Swafford, Ms. Barbara Hicks; Guymon - Ms. Karen Morris; Sallisaw - Mr. Bill Aydelott, Mr. John Lenington, Ms. Addie Griffin, Ms. Darlene Lacefield, Mr. Don Maddox, Mr. Mike Brown; Claremore - Dr. Herb Bacon and Mr. Richard Lundy; Garber - Ms. Donna Eggers, Ms. Beth Beeby and Dr. Vernon Smith; Stilwell - Ms. Dana Blair, Ms. Jan Lockhart, Mr. Leon Goodwin, Ms. Ruby Hatfield, Mr. Harold Moten and Ms. Mary Fletcher.

Results from these on-site evaluations revealed that more than 10,448 students, 583 parents, 291 teachers, and 178 community leaders were affected directly by a host of worthwhile and unusual cultural understanding activities in Oklahoma schools.

In Table II, the results of the on-site evaluations indicate that a total of 11,495 people were affected through the multiplier effect of the Oklahoma Cultural Understanding Project. The percentage breakdown for teachers represent 2.3%, parents 4.7%, community leaders 1.4%, and students 84%.

We also found that cultural understanding activities designed to increase awareness did not consist of introducing a single subject called "cultural understanding". In fact, the variety of activities is reflective of the variety of people and cultures that our world holds.

Among the school districts surveyed, students, community leaders, and parents were provided an opportunity to develop realistic perspectives of world issues, languages, and relationships. Our survey results revealed that programs organized by local advisory committees for students concentrated on four basic areas: International Economics, World Cultures, Foreign Language and Critical Global Issues as indicated in Table III.

A total of 48 different activities related to the four concentration areas were implemented in 17 Oklahoma school districts. Eleven or 22% of the participating districts used activities concentrating in the area of international economics, 29% of the activities were in the area of world cultures, another 29% concentrated in the area of foreign languages, and 20% of the activities were in the area of global issues.

Further analysis of local district/community results indicated that certain activities generated higher interest of students in grades K-12 and among community patrons. Forty-five or 36% of the activities used in grades K-12 concentrated on teaching units about other cultures and traditions.

The use of display materials on other cultures made up 10.5% of the activities in grades K-9. Student planned activities for International Day Festivals generated high interest from students in grades 6-12 and represented 13.8% of project activities. Demonstrations simulating mock elections comprised 7.3% of the activities for grades 7-11. Lectures on language and world fact competition generated high interest for

students in grades 7-12 and comprised of 10.4% of the activities of the project. Activities addressing student exchange programs with other students from other countries and group discussion generated high student interest in grades 7-12 and was 16.2% of all activities implemented. The use of resource people in the classroom was 4.8% of the activities implemented at the local district level (see Table IV). The data used in compiling the results were collected by teachers in the local districts. This gave teachers an opportunity to see first hand the kinds of program activities that were most effective in generating high student interest in cultural understanding. In addition, the composite results will serve as a guide post to future program development, stimulate community involvement, and encourage support in other communities.

TABLE II

District Name, Number of Teachers, Parents, and Students Affected by the Project

School District	Teachers	Parents	Students	Community Leaders
Anadarko Public Schools	50	300	400	50
Sallisaw Public Schools	40	80	600	50
Hugo Public Schools	5	2	50	1
Catoosa Public Schools	5	100	150	5
Garber Public Schools	4	5	150	4
Norman Mid High School	5	2	200	8
Stillwater Public Schools	20	10	250	7
Guymon Public Schools	3	10	200	5
Sand Springs Schools	5	-	7	5
Claremore Public Schools	2	5	200	-
Norman Public Schools	20	5	1,800	5
Midwest City Public Schools	3	3	2,000	-
Ardmore Public Schools	20	7	309	6
Woodward Public Schools	84	3	2,378	4
Stilwell Public Schools	10	6	1,350	20
Cushing Public Schools	5	40	49	3
Shawnee Public Schools	10	10	350	5
TOTAL	291	588	10,443	178
Percent	2.53%	5.11%	90.81	1.55

TABLE III

Cultural Understanding Activities By
Number and Name of School District

International Economics	11	Anadarko, Ardmore, Catoosa, Claremore, Guymon, Midwest City, Norman, Sallisaw, Shawnee, Stillwater, Woodward
World Cultures	14	Anadarko, Ardmore, Catoosa, Claremore, Garber, Guymon, Norman Mid High, Norman, Sallisaw, Sand Springs, Shawnee, Stillwater, Stilwell, Woodward
Foreign Language	14	Anadarko, Ardmore, Catoosa, Cushing, Garber, Guymon, Hugo, Midwest City, Sallisaw, Sand Springs, Shawnee, Stillwater, Stilwell, Woodward
Critical Global Issues	9	Ardmore, Catoosa, Claremore, Guymon, Norman, Norman Mid High, Shawnee, Stillwater, Woodward
TOTAL	48	

TABLE IV

International Education -
Activities That Generated Highest Student Interest

Activity	Grade K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Percent
Units on Other Cultures, Traditions, Customs		*2	2	2	2	2	7	6	6	4	4	4	4	45	36.5%
Display Material on Culture	1	1	1	1	1	1	3	2	1	1				13	10.5%
Student Planned International Day							1	3	4	3	2	2	2	17	13.8%
Demonstration by Students, Simulated Mock Election							1	2	2	1	[illegible]	1		9	7.3%
Lectures on Language, World Facts Competition								3	3	1	2	2	2	13	10.4%
Group Discussion, Student Exchange								1	1	5	5	4	4	20	16.29%
Resource People								1	3	2				6	4.8%

*Number of activities generating high student interest.

Dissemination Activities - State and Local Levels

During the year project staff members attended four project improvement conferences to learn what other states are doing and to gain new and fresh ideas for the Oklahoma project. Contact was made with more than 70 national and world organizations to make them aware of the Oklahoma project and to get on mailing lists for publications, newsletters and brochures of their activities.

Also, in April, the project director attended a Sister Cities conference in Denton, Texas, to share ideas and progress of the Oklahoma project with other states. Fifty brochures were distributed to conference attendees representing several states in the United States.

In May, 1980, members of the State Advisory Committee attended the Governor's Conference on Opportunities in International Markets in Tulsa, Oklahoma. During the conference, project staff members shared ideas and discussed the Oklahoma Cultural Understanding Project with approximately 85 participants. Contact was made with the Governor's office to inform them of the project plans for future involvement. Conference attendees included representatives from two surrounding states, Texas and Arkansas, the U.S. Department of Commerce, private businessmen doing business overseas and members of the State Chamber of Commerce.

Two speaking engagements were made addressing participants attending multicultural workshops for 200 Oklahoma teachers and administrators. One hundred fifty brochures and project abstracts were disseminated to participants who expressed interest in the project.

In May, 1981, a member of the project staff attended a world trade conference sponsored by the Oklahoma City Chamber of Commerce. Printed abstracts describing the Oklahoma project were disseminated to some 100

participants representing 20 countries in the world. Communication linkages were established with members of the International Trade Association, International Host Family Organization, and World Neighbors.

More than 47,000 publications, brochures, newspaper articles, memoranda, and newsletters were distributed to 400 school districts in the State. Dissemination of these materials made a significant impact, not only on the districts involved, but also surrounding states (see Table V).

Education resources used by local school districts to promote cultural understanding range from TV advertisements to pen pals abroad. We found in our survey that in the 17 participating schools 105 different resources were used to promote the project. These resources were identified as a single source or in combination with others as indicated in Table VI. Results show that 22.8% of the resources used were media, newspapers, and visitors from other countries; 11.4% were public school libraries; 12.3% teachers, students, parents, and other knowledgeable individuals; 12.5% stores with international products and businesses with international connections; 12.5% came from restaurants and museums; and 18.3% were religious organizations with overseas activities and organizations with international affiliations, i.e., pen pals, Sister Cities, etc.

TABLE V

Number and Type of Material Disseminated

Number		Circulation	Materials Distributed To
(1)	Project Abstracts	600	Teachers, School Board Members, Administrators, Other State Project Directors, Businessmen Statewide, Sister Cities Attendees
(1)	Student Exchange Program Brochures	150	Students, Project Participants
(1)	State Newspaper Articles in The Daily Oklahoman	681,000+	General Public
(3)	Newspaper Articles in the Oklahoma Educator	45,000	Teachers, Administrators, Support Staff Statewide
(1)	Certificates of Achievement Awarded	85	Student Participants in International Interest Contest
(4)	Memoranda on the Project	400	Superintendents, Teachers, Parents, Patrons
(1)	Guides to Teaching about Japan	50	Middle School and Junior High Teachers
(1)	Cultural Awareness Goals (Paper)	60	Superintendents, Teachers, Business Representatives, State Legislature, and Governor's Office
(1)	On-Site Evaluation Forms	17	Participating School Districts
(2)	Brochures, Asian Society, Global Perspectives	300	Teachers, Administrators, Students, Patrons

TABLE VI

Education Resources Used to Promote Cultural Understanding and School Districts

	Number of Users	
Media, Newspapers	12	Anadarko, Ardmore, Catoosa, Cushing, Guymon, Midwest City, Norman, Sallisaw, Sand Springs, Shawnee, Stillwater, Woodward
Visitors from Other Countries	12	Anadarko, Ardmore, Catoosa, Claremore, Cushing, Guymon, Midwest City, Norman Mid High, Sallisaw, Stillwater, Stilwell, Woodward
Ethnic Neighborhoods (International Festivals)	6	Anadarko, Ardmore, Garber, Norman Mid High, Sallisaw, Stillwater
Events and Landmarks with International Implications	6	Ardmore, Catoosa, Garber, Hugo, Norman, Norman Mid High
Libraries, School, Public	11	Ardmore, Catoosa, Cushing, Guymon, Hugo, Midwest City, Sallisaw, Shawnee, Stillwater, Stilwell, Woodward
Teachers, Students, Parents and Others	13	Anadarko, Ardmore, Catoosa, Cushing, Hugo, Midwest City, Norman Mid High, Sallisaw, Sand Springs, Shawnee, Stillwater, Stilwell, Woodward
Businesses with International Connections	8	Anadarko, Ardmore, Claremore, Norman Mid High, Sallisaw, Sand Springs, Stillwater, Woodward
Stores with International Connections	5	Anadarko, Catoosa, Sallisaw, Stillwater, Woodward
Restaurants with International Cuisine	5	Anadarko, Garber, Midwest City, Norman Mid High, Sand Springs
Museums	8	Anadarko, Catoosa, Guymon, Hugo, Sallisaw, Sand Springs, Stillwater, Woodward
Religious Organizations with Overseas Activities	7	Anadarko, Ardmore, Garber, Guymon, Norman Mid High, Sallisaw, Shawnee

TABLE VI, continued

	Number of Users	
Organizations with International Affiliations, Rotary, 4-H	10	Anadarko, Ardmore, Hugo, Midwest City, Sallisaw, Shawnee, Stillwater, Woodward
Pen Pals, Sister Cities, Student Exchange, etc.	2	Catoosa, Sallisaw

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SUMMARY AND RECOMMENDATINS

We are pleased with the accomplishments of the Oklahoma Cultural Understanding Project. From our viewpoint, more than 47,000 Oklahoman's representing state and local government, education, community and civic organizations, business and local student groups now have a broader view of world cultures, issues and economic events. Teams of educators and other community leaders in 38 school/communities received training on how to plan, organize, and promote citizen education for cultural understanding. Techniques and strategies employed by local teams accelerated distribution of materials and other relevent information on cultures, issues, and languages of our world neighbors. It is also evident that the project succeeded in enhancing increased cooperation and understanding among local school personnel and community representatives, thus meeting the first objective of the Program.

Some adjustments occurred as the project unfolded. Observations made in the early stages of the project indicated that, among the first 38 school districts surveyed, approximately 57% of the participants was perplexed by the terms citizen education/international education. Some participants expressed reservations as to the relevance of the project and the amount of support they could expect from their local school districts. Keeping this in mind, planning efforts at the state level were altered to ensure that training topics focused on developing and strengthening individual participant's perspectives for global education in addition to helping them function as a team member.

Training sessions were modified allowing time blocks for clarifying concepts and arriving at acceptable definitions of international education. We also realized at this point that local school representatives in administration, curriculum supervision, and teaching positions had totally different opinions on how to involve other school staff and their communities in this project. Building administrators were more concerned about how the board and district patrons would

react, curriculum personnel expressed concerns about the difficulties of adding another course to the curriculum and teachers were willing to start, and felt they needed more support from administration.

Further into the project, we became aware of a number of factors affecting the rate and quality of projects implemented in districts throughout the state. (1) We noticed hesitancy on the part of school administrators to make a commitment of support for local projects. (2) Participants selected to represent districts did not perceive themselves as having the authority to accept the responsibility for generating community and school staff support. (3) The project was unable to supplement local districts and pay substitute teachers when regular personnel attended workshops. (4) Local school district administration had agreed to participate in the project in the initial planning stages, but later were not much involved in follow-up activity. (5) The twelve months allocated for project implementation was insufficient to complete the multiplier effect desired. Participants who expressed interest and showed a willingness to support our efforts stated they did not have enough time to get things going. (6) Local and National trends of declining enrollment in foreign language classes and lack of higher education institution foreign language requirements had a significant negative impact on foreign language student enrollments in high schools in Oklahoma, reducing the potential beneficiaries of the current program. (7) State associations of elementary and secondary principals, and superintendents were not a propelling force in urging districts to initiate, maintain and coordinate programs of international education.

In spite of these hindrances the project far exceeded our expectations. As mentioned previously we have affected 9 times as many people as we had imagined we would. Of the districts involved 44% came through with well developed activities in cultural understanding.

Teachers throughout the state are aware of how to organize such a program. They have more materials on hand and knowledge of a world of resources available. They feel more comfortable working in teams to accomplish desired ends. They have experience in guiding their students toward global living.

The State Department of Education has developed a network of people interested in cultural understanding from a variety of businesses, institutions, and agencies. We are working closely with state agencies on the economic side, with educators and businesses in the language area, and with organizations on various aspects of culture. Problems and issues still arise, but now there is the possibility for dialogue.

Our only regret is that we have been curtailed in the tremendous vision by the problem that seems to plague everyone at all levels - lack of funds. But we are going ahead, planning future events, and acting on some of the recommendations we made as conclusions of this project.

RECOMMENDATIONS

On the basis of the success of the Oklahoma Cultural Understanding Project in increasing awareness and involvement of school personnel and communities the project staff recommends that:

- This project should be extended to other schools/communities in the state. Information will be shared. Technical assistance is available.
- Follow-up involvement be made with the 38 pilot school districts. The network is still active.
- Project efforts should concentrate on obtaining direct involvement and support from local superintendents, building administrators, and local Boards. Our next project aims in that direction.
- Specific efforts should be made to expand existing programs in 17 local school districts. Our encouragement continues.

- Staff members and local advisory teams with successful programs should be utilized as consultants to other districts expressing interest in starting a project. We have them on our list.
- Provisions should be made in projects to help local districts pay for substitute teachers who are called in to replace a teacher attending a project workshop. We are writing this in other proposals and are considering local alternatives to workshops.
- A more comprehensive national awareness campaign should be mounted for this effort. We recommend a community-state-regional Whitehouse Conference on the subject.
- Strong considerations be given to Oklahoma and the Southwest in funding projects this year. The Southwestern part of the United States is experiencing drastically different population shifts, in economic and political organizations. More of our population need to he aware of the implications.

Appendix A

WHY ARE INTERNATIONAL RELATIONSHIPS IMPORTANT IN MY COUNTRY?

By
Kristye Kirk
Sallisaw, Oklahoma

Understanding yourself! Many Americans seek to achieve this ever expanding phenomenon. There is no better way to gain knowledge about yourself than by learning about others.

In 1978, the McKey Community, population 84, embarked upon a totally different world – a world of international relationships. Yoko Nogami from Hiroshima, Japan, came to our home as a foreign exchange student. McKey was as excited as our family about her arrival. For one month, she spoke Japanese, cooked tempura, and showed us how to eat with chopsticks. We tried green tea, wore Japanese clothes, and learned part of her culture at the same time. What we learned from her visit was equal to a lifetime of reading. We did not always agree with her Buddhist ideas or Japanese values, but we learned to respect them.

When she returned to Japan, she took a luggage case full of love, respect, and understanding with her, but she also left a big box of the same qualities in McKey. While Yoko was here that summer and I was in Hiroshima the next, I often wondered what would have happened at Hiroshima or Pearl Harbor, if our forefathers had understood each other.

It takes all peoples, races, and cultures to make our world interesting and viable. As soon as we grasp these ideas concerning international relationships, the sooner we will have peace and understanding among the nations of the world. It is through learning about others, that we better understand ourselves.

FOREIGN LANGUAGE IS IMPORTANT IN ARDMORE

By
Ronda Hendricks
Ardmore, Oklahoma

At Ardmore High School, Latin, French, and Spanish courses are offered. All three languages are important in my community. In Ardmore, not an isolated part of our country, knowing a foreign language is very beneficial for a variety of reasons.

Study of a foreign language is one of the best ways to understand our own language. We can relate foreign language to learning English because it helps us to learn correct grammatical structures. This is especially vital in Ardmore, a farming community. Young people from this area of Oklahoma frequently have slang and incorrect grammar to overcome in the process of learning correct English. For this reason, foreign language, especially Latin, is very advantageous.

Many professions necessitate knowledge of a foreign language. Latin is a must for doctors, veterinarians, pharmacists, and research personnel. Ardmore has two hospitals, an arthritis clinic, the Noble Foundation involved in cancer research, about eight animal clinics, and numerour pharmacies. Latin is also helpful to lawyers and realtors, of which Ardmore has an abundance.

Another important language to my community is French. Ardmore has a pilot training school, and all pilots must know some French because terminology concerning air control is predominantly French.

Spanish, the most important foreign language and the most popular at Ardmore High School, is deemed necessary for several reasons. Since we are near Mexico geographically many itinerant Mexicans who know little English come here to work. If the employers do not know Spanish, these Mexicans are cheated, or their true job skills go unrecognized. Approximately 65% of the pilot trainees are native Spanish speakers, few of whom are bilingual. People working at the school need knowledge of Spanish in order to communicate.

In Ardmore there are many immigrants from other countries because it is a small city in a state which is not as densely populated as others. Many of these people cannot communicate because they do not know English. Therefore, we should assume the responsibility of communicating with them and of teaching them. Foreign language is an integral part of our life in Ardmore, Oklahoma.